



Madison Richard Simis School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7302 N 10th Street, Phoenix, AZ 85020

Madison Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Joyce Flowers
Schedule : 08:00 AM to 04:30 PM
Grades : Pre-K-4
Web Address : simis.msd38.org
Phone Number : (602) 664-7300
Fax Number : (602) 664-7399
E-mail : jflowers@msd38.org

Mission

The Madison Simis community will empower students to be responsible, successful, lifelong learners. We will continuously strive to provide a safe, nurturing environment that recognizes diversity and maintains high expectations for our learners. We feature three full-time teachers of the gifted and serve over 200 students K-4 in our school-wide enrichment program. This year we have a Japanese teaching intern, offering Japanese language and culture classes daily.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Reading: 2nd grade reading mean scores on the Terra Nova will increase by 2%. For 3rd and 4th grade reading AIMS/DPA scores, there will be a 2% decrease in those who fall far below and a 2% increase in those who meet and/or exceed expectations.
- ü Mathematics: 2nd grade math mean scores on the Terra Nova will increase by 2%. For 3rd and 4th grade math AIMS/DPA scores, there will be a 2% decrease in those who fall far below and a 2% increase in those who meet and/or exceed expectations.
- ü Writing: Simis will promote an environment that encourages writing in all areas of the curriculum. In spring of 2006, students' scores in writing will improve on Terra Nova and AIMS by 2% over the same scores from spring of 2005.
- ü Madison Simis will provide a safe and orderly learning environment which supports the intellectual, emotional, and social growth of our students.

Enrollment

October 1, 2005 School Year Student Enrollment : 853
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 164

Instructional Programs

- Ü Balanced Literacy Program
- Ü TERC Investigations Mathematics
- Ü PE/Art/Music/Library/Technology Classes
- Ü Reading Recovery
- Ü Every Child Can Read - Literacy Circles
- Ü FOSS Science
- Ü Simis Learning Sessions
- Ü Gifted Clusters at grades 1-4

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Progress reports are provided four times a year. Parent-teacher conferences are twice a year. Parents receive results from standardized tests as well as quarterly results. These assessments measure progress of increased student learning. The school's responsibility is to provide a safe learning environment that promotes an opportunity for each child to learn at their maximum capacity.

Parents

Parents take an active role in their child's education at Madison Simis. Parents are expected to oversee homework, check responsibility charts, encourage reading, and communicate regularly with teachers. The parent organization (PATs) is to support the forward direction of the school as well as promote positive relations between school and community.

Transportation Policy

Students living within a 1/2 mile to the school walk and students living over 1/2 mile from the school are transported by bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü ARC of Arizona Teacher of the Year	2002
Ü Presidential Award for Math and Science	2003
Ü Arizona 'Excelling' Label	2005
Ü Master Garden Tour	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	605	80010	100	99	99	480	460	447	4	7	10	8	17	18	42	48	53	45	28	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	291	38935	100	100	99	478	459	447	4	5	9	13	20	19	44	50	55	40	25	17
Male	90	313	40974	100	99	98	482	460	448	4	9	11	4	13	18	41	47	52	50	31	19
African American	NC	35	4201	NC	100	99	NC	435	430	NC	17	17	NC	17	23	NC	57	51	NC	9	9
Hispanic	35	225	34545	100	98	99	454	438	432	11	13	14	14	24	24	49	49	53	26	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	35	3979	NC	95	96	NC	449	424	NC	6	17	NC	31	30	NC	46	47	NC	17	6
White	121	302	35142	100	100	99	490	480	465	1	2	5	6	9	11	41	48	56	52	41	28
Students with Disabilities	15	55	10161	100	100	93	430	431	419	27	16	28	27	36	28	20	27	36	27	20	8
Students without Disabilities	155	550	69849	100	99	100	485	462	451	2	6	7	6	15	17	45	51	56	47	29	19
Limited English Proficient Students	NC	98	14013	NC	98	97	NC	432	413	NC	13	24	NC	28	34	NC	49	39	NC	10	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	168	602	40981	100	99	100	482	460	462	3	7	6	8	16	13	43	49	54	46	28	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	595	79438	96	98	98	490	464	451	3	8	9	6	18	24	58	57	56	33	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	289	38775	98	99	99	493	469	457	3	4	7	8	22	22	54	57	58	36	18	13
Male	86	305	40560	96	96	97	488	460	446	3	12	12	5	15	25	62	58	54	30	15	9
African American	NC	32	4178	NC	91	98	NC	452	439	NC	3	13	NC	34	29	NC	59	52	NC	3	6
Hispanic	34	222	34297	97	97	98	462	437	434	12	18	14	18	26	31	44	49	50	26	7	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	34	3940	NC	92	95	NC	453	429	NC	12	14	NC	24	36	NC	56	47	NC	9	3
White	119	300	34887	98	100	98	497	486	471	NA	1	4	3	11	15	63	63	63	34	25	18
Students with Disabilities	NC	45	9588	NC	83	88	NC	435	416	NC	18	30	NC	36	32	NC	31	34	NC	16	5
Students without Disabilities	155	550	69850	100	99	100	492	466	456	3	7	7	5	17	23	59	59	59	33	16	12
Limited English Proficient Students	NC	96	13856	NC	96	96	NC	429	407	NC	18	27	NC	30	43	NC	49	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	163	593	40753	97	98	99	491	464	467	2	8	5	6	18	16	58	58	62	33	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	605	79971	99	99	99	458	432	423	4	6	8	24	39	41	62	50	49	9	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	292	38974	100	100	99	470	448	437	1	2	5	24	34	33	64	57	57	11	7	4
Male	89	312	40895	99	98	98	446	417	410	7	10	10	25	42	47	61	44	41	8	4	2
African American	NC	35	4203	NC	100	99	NC	403	411	NC	9	11	NC	60	45	NC	29	43	NC	3	2
Hispanic	35	226	34481	100	99	99	433	413	410	9	11	10	31	43	46	57	43	43	3	3	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	35	3995	NC	95	96	NC	430	409	NC	NA	10	NC	54	47	NC	43	42	NC	3	1
White	121	302	35150	100	100	99	465	449	437	2	3	5	21	31	35	65	58	56	11	7	5
Students with Disabilities	14	54	10258	93	100	94	390	379	377	21	17	23	43	57	51	21	22	25	14	4	1
Students without Disabilities	155	551	69713	100	99	100	464	436	429	3	5	5	23	37	39	66	53	52	9	5	3
Limited English Proficient Students	NC	98	13985	NC	98	97	NC	411	382	NC	8	18	NC	46	54	NC	45	27	NC	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	167	602	40977	99	99	100	461	433	437	3	6	5	25	39	34	63	50	56	10	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

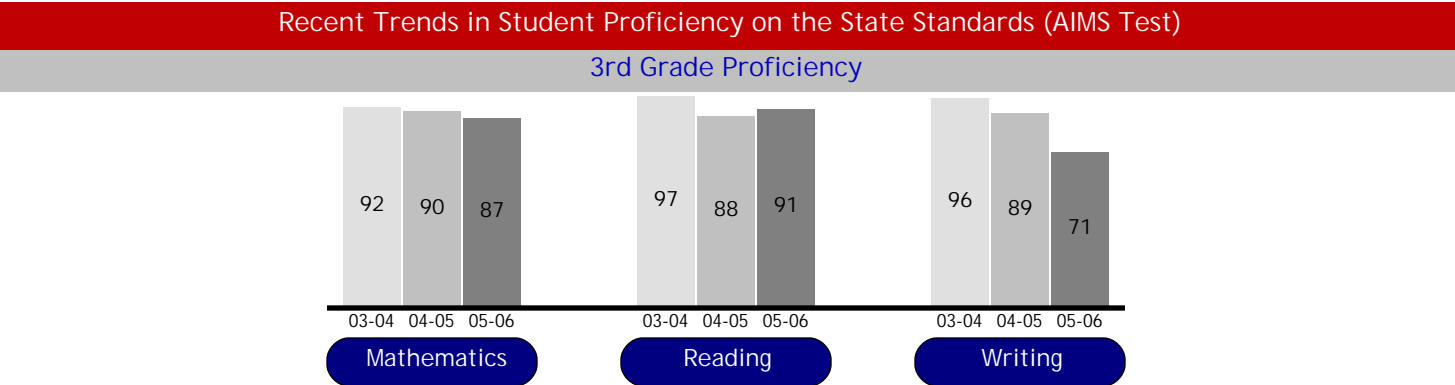
4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	180	569	80147	97	99	99	515	497	482	2	7	11	8	12	17	41	49	49	49	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	277	39281	99	99	99	513	497	483	1	5	9	10	12	17	43	52	50	46	31	24
Male	91	291	40780	95	99	98	517	498	482	3	8	12	7	11	17	38	46	48	52	35	24
African American	NC	35	4249	NC	100	99	NC	478	464	NC	9	17	NC	17	22	NC	54	48	NC	20	13
Hispanic	21	168	33494	91	99	99	497	478	466	10	13	15	14	17	23	43	51	49	33	19	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	--	36	4117	--	100	96	--	479	456	--	6	19	--	14	27	--	61	46	--	19	8
White	151	319	36122	97	98	99	519	511	501	1	3	5	7	8	10	40	45	50	52	43	35
Students with Disabilities	18	67	10295	78	93	92	445	440	443	11	27	33	44	30	26	44	43	33	NA	NA	8
Students without Disabilities	162	502	69852	99	100	100	523	504	488	1	4	7	4	9	16	40	49	51	54	38	26
Limited English Proficient Students	NC	67	12722	NC	97	97	NC	466	441	NC	19	27	NC	22	33	NC	42	37	NC	16	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	NC	38371	--	NC	97	--	NC	465	--	NC	15	--	NC	23	--	NC	49	--	NC	13
Non-Economically Disadvantaged	180	563	41776	97	99	100	515	498	498	2	7	6	8	12	11	41	48	49	49	33	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	175	559	79686	94	97	98	510	482	470	1	7	11	8	20	24	65	60	57	26	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	272	39163	94	97	99	509	486	475	1	5	9	7	20	22	66	60	60	26	15	10
Male	90	286	40438	94	97	97	510	479	465	NA	9	13	9	19	25	64	59	54	27	12	7
African American	NC	34	4228	NC	100	98	NC	466	458	NC	12	15	NC	26	28	NC	53	53	NC	9	4
Hispanic	20	163	33299	87	96	98	483	457	452	5	16	17	20	28	32	65	53	47	10	3	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	--	36	4087	--	100	96	--	459	446	--	8	16	--	28	38	--	61	44	--	3	2
White	148	315	35914	95	97	98	514	500	489	NA	2	5	7	14	15	64	64	67	29	20	14
Students with Disabilities	13	57	9808	57	79	87	456	430	432	NA	19	35	38	51	32	62	30	30	NA	NA	3
Students without Disabilities	162	502	69878	99	100	100	514	487	475	1	6	8	6	16	23	65	63	61	28	15	9
Limited English Proficient Students	NC	62	12594	NC	90	96	NC	440	422	NC	26	34	NC	32	45	NC	42	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	NC	38095	--	NC	97	--	NC	452	--	NC	17	--	NC	32	--	NC	48	--	NC	3
Non-Economically Disadvantaged	175	553	41591	94	97	99	510	482	486	1	7	6	8	20	16	65	60	65	26	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	182	571	80372	98	99	99	500	485	475	2	3	4	18	27	30	74	66	64	7	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	279	39452	100	100	99	509	499	488	1	1	3	13	20	22	78	73	72	8	6	3
Male	91	291	40836	95	99	98	492	472	464	2	4	6	22	34	37	70	58	56	5	4	1
African American	NC	35	4264	NC	100	99	NC	472	465	NC	NA	5	NC	40	35	NC	57	59	NC	3	1
Hispanic	23	170	33608	100	100	99	484	463	462	4	6	6	30	38	36	65	55	57	NA	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	--	36	4128	--	100	97	--	478	464	--	NA	4	--	28	39	--	72	56	--	NA	1
White	151	319	36213	97	98	99	505	499	489	1	1	2	15	21	22	76	71	72	8	7	3
Students with Disabilities	19	68	10526	83	94	94	415	415	427	16	12	15	63	66	53	21	19	31	NA	3	1
Students without Disabilities	163	503	69846	100	100	100	510	494	482	NA	1	3	12	22	26	80	72	69	7	5	2
Limited English Proficient Students	NC	68	12747	NC	99	97	NC	446	432	NC	9	12	NC	49	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	NC	38521	--	NC	98	--	NC	461	--	NC	6	--	NC	38	--	NC	55	--	NC	1
Non-Economically Disadvantaged	182	565	41851	98	99	100	500	486	489	2	3	3	18	27	22	74	66	72	7	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	72	NA	58	99	70	50	47	98	68	52	46
	Language	99	66	56	50	99	70	49	47	98	68	52	48
	Mathematics	98	79	67	64	99	72	55	50	99	68	56	52
3	Reading	100	81	NA	55	100	66	52	44	96	73	56	46
	Language	99	87	71	61	100	61	49	44	100	72	54	46
	Mathematics	100	86	71	61	100	67	58	51	100	76	65	52
4	Reading	100	82	NA	56	99	68	54	48	95	76	61	52
	Language	100	73	62	52	99	69	55	49	98	76	61	52
	Mathematics	100	85	76	61	99	77	61	53	98	78	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
2 School Administrator(s)	Ü Improved Student Achievement
1 Non-certified Employee(s)	Ü Parent/Educator Relations
5 Teacher(s)	Ü Community Awareness Programs
5 Parent(s)	Ü Implement Character Education
0 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	9	4	0	0
7 to 9 years	5	4	0	0
10 or more years	7	7	1	1

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	246
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site	
Special Facilities	
Ü iMAC Computer Labs	Ü Media Center
Ü Cover Story Publishing Center	Ü PE
Extracurricular Activities	
Ü After School Tutoring Program	Ü Mad Scientists
Ü Japanese/Spanish Language	Ü Chess
Ü Student-Run Book Store	Ü Athletes in Training
Ü Art Lessons	Ü RAMMS (sports)
Social Services	
Ü Madison Adventure Club	Ü After School Tutoring
Ü Breakfast Program	
Ü Lunch Program	
Ü Counseling Services	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Simis has received the Arizona Department of Education's "Excelling School" label for the past four years. Students, at all levels, continued to show improvement; excelling in reading, writing, and math. Simis is dedicated to continuing improvement.
- ü Simis continued its tutoring program specifically designed to build struggling learners' skills in reading, writing, and math. After-school enrichment classes in Art and Spanish and soon expanding to Japanese are designed for talented learners.
- ü Simis continued to provide the Every Child Can Read program to struggling readers. Simis has two Reading Recovery teachers providing services for students. After entering pull-out class non-readers demonstrate enormous growth in reading levels.
- ü Secured funding to add two gifted and talented teachers to staff. Students will be selected for three week pull-out enrichment sessions in language arts, math, or spatial reasoning based on classroom observations.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our goals reflect a commitment to campus safety. All entrances except the office and MAC (our before and after school program) are locked during school hours. All employees/substitute teachers wear ID badges. Visitors are required to sign-in and obtain a visibly displayed badge. School personnel monitor all visitors observing whether they have received a badge to enter the school campus. Parents checking children out of school must provide I.D.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Joyce Flowers	(602) 664-7300
Transportation Policy	Betty Newman	(602) 664-7700
Community Resources	Diane Selby	(602) 664-7935
School Nutrition Programs	Stephanie Tang	(602) 664-7397
Parent Organization	Amy Teilborg	(602) 664-7300
Student Health/Nurse	Katie Barchi	(602) 664-7320

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.